



High School Programmes Application Instructions

www.mliesl.com

Welcome to Canada!

To ensure that this application form is processed as quickly as possible, please adhere to the following guidelines:

1. Print or type clearly
2. Answer all questions completely and sign as required
3. Submit all application sections and additional documentation

DOCUMENTS CHECK LIST

Application Form

- Front page indicating school choice and personal information
- Student's School Profile
- Student's Personal Profile
- Student Letter
- Parental Letter
- Signed Rules and Regulations - signed by both student and parent(s)
- Signed Parental Consent Form
- English Teacher's Reference
- Principal's Reference
- Certificate of Health

Additional Documents

- Student academic transcripts from the past three (3) years
- Three (3) passport size photos
- Current and valid passport copy

4. Fax a copy of all documents before mailing the originals.

5. Forward to:

Muskoka Language International
439 University Avenue, Suite 2110
Toronto, Ontario
M5G 1Y8
Canada

Tel: 416-646-5405
Fax: 416-646-5406
E-mail: info@mliesl.com

MUSKOKA LANGUAGE INTERNATIONAL

439 University Avenue, Suite 2110, Toronto, Ontario, M5G 1Y8 Tel: 416-646-5405 Fax: 416-646-5406 Email: info@mliesl.com

SCHOOL OPTIONS:

Private

Schools with Boarding

| | |
|--------------------------------|----------------------------|
| Ashbury College School | Ottawa, ONTARIO |
| Lakefield College School | Peterborough, ONTARIO |
| Ridley College | St. Catharines, ONTARIO |
| Rosseau Lake College | Rosseau, ONTARIO |
| Rothesay Netherwood School | Rothesay, NEW BRUNSWICK |
| Sedbergh School | Montebello, QUÉBEC |
| St. Margaret's School | Victoria, BRITISH COLUMBIA |
| St. Michaels University School | Victoria, BRITISH COLUMBIA |
| Trafalgar Castle School | Whitby, ONTARIO |
| Trinity College School | Port Hope, ONTARIO |

Schools with Homestay

| | |
|------------------------------|----------------------------|
| Glenlyon Norfolk School | Victoria, BRITISH COLUMBIA |
| Halifax Grammar School | Halifax, NOVA SCOTIA |
| Kells Academy | Montreal, QUÉBEC |
| Mentor College | Mississauga, ONTARIO |
| St. John's-Kilmarnock School | Breslau, ONTARIO |

Christian Schools with Homestay

| | |
|--------------------------|----------------------------|
| Pacific Christian School | Victoria, BRITISH COLUMBIA |
|--------------------------|----------------------------|

Public

Many schools in communities across Canada are available to welcome students. Students have the choice of region, and all efforts will be made to place the student in a community, school and host family in that region.

Regions:

BRITISH COLUMBIA

Central B.C.
Rocky Mountains
Vancouver Coast
Vancouver Island

ALBERTA

Calgary
Central Alberta
Edmonton
South Alberta

SASKATCHEWAN

Saskatoon

MANITOBA

Winnipeg

ONTARIO

Toronto
Toronto West
Toronto East
Kawartha
Muskoka
Ontario Central
Ontario East
Ontario West
Simcoe

QUÉBEC

Montréal
Laurentians

NEW BRUNSWICK

Fredericton
Moncton

NOVA SCOTIA

Halifax & Annapolis Valley





High School Programmes Application Form

DATE OF APPLICATION: _____ AGENCY: _____

GRADE LEVEL APPLYING FOR: _____

| PRIVATE SCHOOLS | PUBLIC SCHOOLS |
|--|--|
| <p>I would like to apply to the following Private schools:</p> <p>1st choice: _____</p> <p>2nd choice: _____</p> | <p>I would like to apply for:</p> <p><input type="checkbox"/> Full Year</p> <p><input type="checkbox"/> 1 Semester: ____ September-January ____ February-June</p> <p><input type="checkbox"/> Short Term: ____ weeks starting on _____</p> <p>Optional: <input type="checkbox"/> Catholic School <input type="checkbox"/> French School <input type="checkbox"/> IB Programme</p> <p>Requested Region in Canada: _____</p> |

APPLICANT'S PERSONAL PROFILE

Last Name: _____

First Name: _____ Middle Name _____

Date of Birth: _____ Age: _____ Gender: Male Female
day/month/year

Home address: _____

Home Telephone: _____ Home Fax: _____ E-mail: _____

Please attach
3 passport photos

FAMILY INFORMATION

Father's Name: _____ Occupation: _____

Business Phone: _____ Fax: _____ E-mail: _____

Mother's Name: _____ Occupation: _____

Business Phone: _____ Fax: _____ E-mail: _____

Please list all other family members, their ages, relationships and occupations.

| NAME | AGE | RELATIONSHIP | OCCUPATION |
|------|-----|--------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |

Do all family members live with the student? If not, please explain

Please give an emergency contact should parents be unavailable for consultation:

| | | |
|--------------|------------------|--------------|
| | | |
| Contact name | Telephone number | Relationship |



High School Programmes - STUDENT'S SCHOOL PROFILE

SCHOOL INFORMATION

Name of school currently attending _____ Current grade level _____

Expected year of graduation _____

Number of years studying English _____

Level of English attained: beginner low-intermediate high intermediate advanced

Have you ever taken an English Language test? YES NO If YES, name of exam _____

(for example: TOEFL, SLEP, SSAT) Date of exam _____

Score _____

ESL REQUIREMENTS

PRIVATE SCHOOLS: ESL support/tutoring will be determined by the school. Some schools may require the student to attend 1 or more courses of ESL in place of a regular class. This decision may be initially based upon the application form, but in most cases, the school will re-test the student upon arrival. Acceptance may be dependent upon the student taking ESL class(es).

PUBLIC SCHOOLS: ESL support may be required by the school and/or can be requested by the applicant. Based on the application form, the school may recommend ESL and acceptance may be dependent upon it. If you would like to take (or have your child take) ESL while in Canada regardless of the school's decision, please indicate below:

We are requesting to have ESL tutoring/classes while our child attends school in Canada YES NO

We understand that if we indicate 'no' that our decision may be superceded by the decision of the school.

- 1-2 hours per week
- 1-2 hours per day
- other quantity: _____

CO-VALIDATION

Is it mandatory that you receive credits for the courses studied in Canada? YES NO

Will you need to co-validate your transcripts at the end of your stay? YES NO

Are there any specific courses you will need to take in order to co-validate your transcript? YES NO

Please list (the school will endeavour to match as many as possible):

.....
Write a short message to the school telling them why they should choose to accept you. What qualities will you bring to the their school?

What do you feel will be the best aspect about coming to Canada? What will be the hardest/most difficult for you?



High School Programmes - STUDENT'S PERSONAL PROFILE

Please indicate the activities which you like most, or which you do on a regular basis:

Sports

- Aerobics
- American Football
- Baseball
- Basketball
- Camping
- Cycling
- Golf
- Horseback Riding
- Ice Hockey

- Martial Arts
- Sailing
- Skiing (Cross-country)
- Skiing (Downhill)
- Soccer
- Swimming
- Tennis
- Volleyball
- Other: _____

The Arts

- Cooking
- Dance
- Music (popular)
- Music (classical/jazz)
- Painting/Drawing
- Photography
- Theatre
- Other: _____

Other Interests

- Books/reading
- Chess
- Computers
- Debate
- Movies
- Sewing
- Spectator Sports
- Other: _____

Do you play any musical instruments? No Yes: _____
 For how long? _____

Have you lived or travelled outside your home country: No Yes
 Please list: _____

Do you speak any other languages besides English? No Yes
 Please list: _____

Please check what most describes your personality:

| | | | | | |
|---------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-----------------------------------|-------------------------------|
| <input type="checkbox"/> Independent | <input type="checkbox"/> Energetic | <input type="checkbox"/> Talkative | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Cheerful | <input type="checkbox"/> Tidy |
| <input type="checkbox"/> Modest | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Quiet | <input type="checkbox"/> Shy | <input type="checkbox"/> Serious | |
| <input type="checkbox"/> Other: _____ | | | | | |

PERSONAL HABITS

I like to wake up: very early when I have to

When I wake up I like: absolute silence to talk to listen to music

On school nights I usually go to bed at: _____ am / pm

My curfew on school nights is: _____ am / pm I don't have one

My curfew on weekends is: _____ am / pm I don't have one

When you go out with your friends, what do you normally do?
 on school nights: _____
 on weekends: _____

Do you have your own bedroom: yes no, I share with _____

Do you tidy up and make your own bed? yes no, my _____ does it

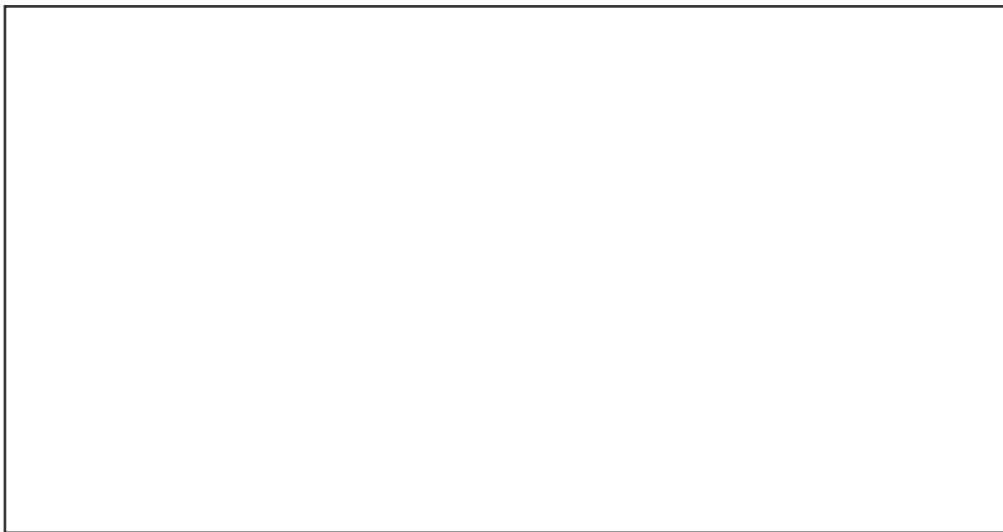
My attitude towards school is: I like it a lot it's OK I don't really like it

When do you usually do your homework:
 right after school after dinner before going to bed



High School Programmes - STUDENT'S PERSONAL PROFILE

Please attach a photo of your family and describe your family life. You may attach additional photos and information on a separate page if you wish.



Series of horizontal lines for describing family life.

HOST FAMILY

To be completed by ALL students. Students applying to a residential/boarding school should also provide information in the event they require homestay for a weekend or holiday break.

The following information will be considered when placing you, the student, with a host family. Please note that information provided below is a guideline only and that **specific requests cannot be guaranteed.**

- 1. Are you willing to share a family with a student of a different nationality? Yes No
- 2. Do you smoke? No Yes
- 3. Can you adjust to a home where others smoke? No Yes
- 4. Do you have specific food requirements? No Yes: _____
- 5. Do you have any allergies (food, animals etc.) No Yes: _____
- 6. Other comments (a great place to tell us if you are afraid of large dogs, not keen on small children, etc.)

Additional horizontal lines for providing other comments.

The following Participation Agreement has been established by MLI as minimum standards of participant conduct. Failure to obey these rules may result in the return of the student to his/her home country at the expense of the natural parents.

I, _____ understand that:

1. I will attend school on a regular full-time basis while in this programme. Any absences must be explained by a note from my home stay parent to my school.
2. I will abide by the laws of Canada.
3. I will obey the rules and regulations of MLI, the school and my host family.
4. I understand that the consumption or possession of alcoholic beverages as well as the purchase of cigarettes is illegal for those under the age of 19 (18 in some provinces) and is therefore prohibited.
5. I understand that the use or possession of any type of illegal drugs is prohibited.
6. I will not engage in any form of violence or aggression.
7. I will not drive any type of motor vehicle, unless the following conditions are met:
 - i) I am 18 years of age or older.
 - ii) I have written approval of my parents and my home stay parents.
 - iii) I take an approved driver training course in Canada.
8. I may not accept employment while in this programme.

**Infractions of the above rules may result in immediate dismissal from the MLI
High School Programme and termination of the Study Permit.**

9. I will attempt to use English as much as possible during the programme.
10. While living in a home stay or school residence:
 - i) I will show respect for my family / room-mate / house parent and act as a member of the family.
 - ii) I will obey family / house rules
 - iii) I will voluntarily help with reasonable household chores
 - iv) I will not smoke if I have identified myself as a non-smoker on the Application Form
11. I understand that misrepresenting myself on the Application Form may result in an inappropriate host stay placement. If I must be moved to a new home stay due to this misrepresentation (eg. smoking when identified as a non-smoker), I understand that I/my parents will be responsible for a \$500.00 CAD administrative fee.
12. I will respect my host family / room-mate's private affairs.
13. International phone calls require home stay approval and I will use a calling card.
14. I am permitted to visit relatives, close family friends and student friends only if I have written permission given by my host parent(s). These visits should be occasional and my host parents should contact the parties involved to make sure this visit causes no inconveniences.



High School Programmes - PARTICIPATION AGREEMENT

15. I am not permitted to travel out of town without permission from the MLI Programme Coordinator, who will in turn seek permission from my parents. I am also not permitted to travel overnight without an adult over the age of 25.
16. In case of illness, I will not hesitate to inform my host family / residential house parent or contact the MLI Programme Coordinator. (Any medical expenses required will be fully covered by my medical insurance and/or by my parents when the medical expenses are in excess of the insured amount or the procedure is not covered by my medical insurance.)
17. In case of any medical emergency, I/we give my/our permission for any licensed Physician to take whatever action necessary to preserve my/our child's well being (as per the Medical Agreement and Release).
18. I cannot decide to make any changes to my host family or my school of my own accord. Any change in home stay or school must be approved by and arranged by the MLI Programme Coordinator.
19. In the event that I do not comply with the above rules and regulations, MLI has the right to terminate my participation in the MLI High School Programme. If this occurs I may be sent home immediately at my parents own expense.

I/we understand that should I/our son/daughter be expelled from school or the MLI programme there will be no refund of fees.
20. I understand that dismissal from the Programme shall result in termination of guardianship and immediate release of MLI's responsibility as legal guardian. Failure to provide an independent guardian will result in a report to Citizenship and Immigration Canada to subsequently nullify the Student's Study Permit.
21. I/we understand that MLI is my guardian and responsible for me for the duration of my academic programme. I/we also understand that this responsibility ends when I return to my home country or after the date stated on the notarized guardianship document, whichever comes first.

I agree to the above Participation Agreement as set forth by MLI:

Name of student: _____

Dated: _____

Signed by: _____
(Participating student)

Signed by: _____
(Father) (Mother)

Received and acknowledged by: _____
(MLI Programme Coordinator)



High School Programmes - PARENTAL CONSENT

As the parent/legal guardian of student: _____

GENERAL AGREEMENT AND RELEASE

1. I am aware of and approve of my child's decision to participate in the High School programme in Canada.
2. I have read and signed the 'Rules and Regulations' as set forth for my child by MLI.
3. I agree that all the information in the application is true to the best of my knowledge and that any falsification of information may lead to the dismissal of my child from the programme
4. I permit MLI to use any photographs, images or videos of my child in their promotional materials
5. I hereby waive, release and absolve and agree to indemnify and save harmless MLI, the Host Family and the school officials from all liability arising from my child's participation in the High School programme, except such as results solely from its or their wilful neglect or wilful default.
6. I agree to provide sufficient funding for my child's personal spending and travel expenses.

Signature of parent _____ Date _____

Signature of parent _____ Date _____

MEDICAL AGREEMENT AND RELEASE

1. In the case of medical emergency, should we not be immediately available for consultation, we, as the applicant's parents or legal guardians, give permission to the physician selected by MLI, the Host Family or the school officials to hospitalize, secure proper treatment for, and to order injections, immunizations/vaccinations, anesthetics or surgery for my child.
2. We hereby agree that the relationship and the resolution of any and all disputes arising therefrom between ourselves and health services provided through MLI, the Host Family or the school officials, shall be governed by and construed in accordance with the laws of the province in which the programme is operated. We hereby acknowledge that the treatment will be performed in the province in which the programme is operated and that the courts of that province shall have jurisdiction to entertain any complaint, demand, claim or cause of action whether based on alleged breach of contract or alleged negligence arising out of the treatment. We hereby agree that if we commence any such legal proceedings they will be only in the province in which the programme is operated, and hereby irrevocably submit to the exclusive jurisdiction of the provincial courts.

Signature of parent _____ Date _____

Signature of parent _____ Date _____



High School Programmes - ENGLISH TEACHER'S REFERENCE

English Teacher's Name: _____

School: _____

Student's name _____ is applying for admission into the High School Programme in Canada. To assist us in the selection process, we would very much appreciate your assessment of the above-mentioned student. Thank you.

How long have you taught this student? _____

How long has the student studied English? _____

Please give your general assessment of this student's English abilities.

Given your assessment of the student's English proficiency level, how well do you think the student will fare in an all-English academic environment with regard to course comprehension, essay writing, assignments and examinations?

Please advise on the level of supplementary ESL the student will require during their programme in Canada.

Please rate the student in the following areas, as compared to his/her classmates:

| | EXCELLENT | GOOD | AVERAGE | POOR |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Independence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic potential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organizational Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participation in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Co-operation with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

SKILLS ASSESSMENT

READING

Given a newspaper or general magazine article of 2-3 paragraphs, his/her reading skills are:

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Excellent | Reads aloud with very few errors; explains the meaning clearly and completely (comprehension: 90%) |
| <input type="checkbox"/> Good | Reads aloud with few errors, deals with all except difficult terms and strange names, explains most of the meaning (comprehension: 70-80%) |
| <input type="checkbox"/> Fair | Reads most of the basic vocabulary and explains the basic ideas (comprehension: 50-60%) |
| <input type="checkbox"/> Poor | Reads and understands only the simplest words. Explains very little of the meaning |

WRITING

Given a short essay, asking for opinions of school or town views, sports or interests, his/her writing skills are:

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Excellent | Writes almost perfectly using long sentences, abstract terms and vocabulary. Uses English grammar structure rather than composing in native grammar and translating |
| <input type="checkbox"/> Good | Uses good vocabulary with long sentences, but sentence structure and grammar usage is somewhat irregular |
| <input type="checkbox"/> Fair | Uses only simple sentences with limited vocabulary. Grammar usage is irregular, although understandable. |
| <input type="checkbox"/> Poor | Does not use complete sentences. Sentences are short with basic grammar. Difficult to understand meaning |

SPEAKING AND LISTENING

Conversation - after a minimum of 15 minutes active English conversation discussing both teacher and student views on current issues (and introducing both abstract terms and idiomatic expressions), his/her ability to speak and understand English conversation are:

10. Absolute fluency and proficiency. Can understand and converse using sophisticated vocabulary and clear, correct sentence structure. Has no trouble with abstract subjects or most idioms. Can think in English.
9. Near fluency. Sentence structure is almost perfect. Can understand and respond to difficult questions and can use abstract terms. Should have no trouble communicating in an English speaking country and school.
8. English response and communication come naturally even if they are not perfect. Has good vocabulary and understands almost everything. Can respond intelligently but needs practice.
7. Can understand most conversation. Speaking ability is good but needs practice. Responses and sentence structure are more complex. Has good vocabulary but needs to think before responding.
6. Understands basic English. Vocabulary includes most common terms but does not understand abstract terms. Makes mistakes but is able to carry on basic conversation. Obvious he/she is still translating.
5. Can understand more than can communicate - but tries. Can respond in sentence form even if grammar and sentence structure are not perfect. He/she is understandable.
4. Understands basic English sentences and is able to respond in words or phrases. Grammar and sentence structure is poor but understandable.
3. Fair ability to communicate - understands words or phrases, but not sentence thoughts. Speaking is limited to a few words or phrases
2. Very little ability to communicate - understands a few words, but has no ability to communicate beyond a few words
1. No ability to communicate in English

Score

English Teacher's signature

Date



High School Programmes - PRINCIPAL'S REFERENCE

Principal's Name: _____

School: _____

Student's name _____ is applying for admission into the High School Programme in Canada. To assist us in the selection process, we would very much appreciate your assessment of the above-mentioned student. Thank you.

1. How many years have you known this student? _____

2. Please describe the strengths and weaknesses of this student.

3. How do you think this student would cope in an learning environment in Canada?

4. Please describe the student's interpersonal skills with her peers and teachers.

5. Are there any other reasons for recommending this student to be accepted in a school in Canada?

Principal's signature

Date